



OFFICE of EDUCATION INNOVATION

MID-CHARTER REVIEW

Charles A. Tindley Accelerated School

2014 - 2015

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Introduction

This Mid-Charter Review is a summary of the evidence collected by the Mayor's Office of Education Innovation (OEI) pertaining to the performance, sustainability, and plans for improvement of schools during the first four years of operation in the current charter term. The review is structured based on the Mayor's Performance Framework, which is used to determine a school's success relative to a common set of indicators.

For each indicator in the Performance Framework, this review summarizes the findings of the school's accountability reports for the first four years of its current charter term. Each year's accountability reports are publicly available online at www.oei.indy.gov. Additionally, OEI issues a "mid-charter rating", which takes into consideration each year's performance as well as the school's trajectory in each area evaluated.

The report includes the following information:

- Summary of Mid-Charter Review Ratings: This chart contains an overview of the school's mid-charter rating for each indicator evaluated.
- Summary of Historical Annual Performance Review Ratings: This chart contains the school's ratings on each indicator over the past four years.
- Core Question 1 Detailed Report: This report contains detailed information regarding the school's performance on each academic indicator over the past four years, as well as the overall mid-charter rating.
- Core Question 2 Detailed Report: This report contains detailed information regarding the school's performance on each finance indicator over the past four years, as well as the overall mid-charter rating.
- Core Question 3 Detailed Report: This report contains detailed information regarding the school's performance on each governance indicator over the past four years, as well as the overall mid-charter rating.

Additionally, embedded within the Core Question 1, 2, and 3 reports, the school has included a detailed response to any indicator that is not *meeting standard* for the Mid-Charter Review rating. The school's response includes a root-cause analysis, any relevant or updated data pertaining to that indicator, as well as plans for improvement prior to renewal.

Mid-charter reviews are designed to provide OEI, schools, and the public a formative report on the school's performance. The reviews are a tool to address current deficiencies and drive continuous improvement at the school level prior to the formal renewal process.

Summary of Mid-Charter Review Ratings	
Core Question 1: Is the educational program a success?	
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system? *Previously: 1.1. Is the school making adequate yearly academic progress, as measure by the Indiana Department of Education's system of accountability?	Meets Standard
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model? *Previously: 1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	Meets Standard
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school? *This indicator is new and was only assessed in the 2013-2014 school year.	Not Applicable
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds? *This indicator is new and has only assessed since 2013.	Not Applicable
1.5. Is the school's attendance rate strong?	Meets Standard
1.6. Is the school outperforming schools that the students would have been assigned to attend? *Previously classified as 1.3.	Exceeds Standard
1.7. Is the school meeting its school-specific educational goals? *Previously classified as 1.4.	Exceeds Standard
1.8. High School: Is the school preparing students to graduate from high school on time, as measured by Indiana's accountability system?	Exceeds Standard
1.9. High School: Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Applicable
1.10. High School: Is the school preparing students for college and careers?	Exceeds Standard
Core Question 2: Is the organization in sound fiscal health?	
Financial Evaluation from 2011-2012	
2.1 Is the school in sound fiscal health?	Meets Standard
Financial Evaluation from 2012-present	
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Approaching Standard
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Meets Standard
2.3. Does the organization demonstrate it has adequate financial management and systems?	Does Not Meet Standard
Core Question 3: Is the organization effective and well-run?	

3.1. Is the school leader strong in his or her academic and organizational leadership? *Previously classified as 2.5.	Approaching Standard
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? *Previously classified as 3.1.	Approaching Standard
3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight? *Previously classified as 2.3.	Meets Standard
3.4. Does the school's board work to foster a school environment that is viable and effective? *This indicator is new and has only assessed since 2013.	Approaching Standard
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility? *Previously classified as 3.2.	Meets Standard
3.6. Is the school meeting its school-specific non-academic goals? *Previously classified as 2.6.	Approaching Standard
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	
2.4. Is there a high level of parent satisfaction with the school?	Exceeds Standard
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	Meets Standard
Core Question 4: Is the school providing the appropriate conditions for success?	
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meets Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7. Is the school climate conducive to student and staff success?	Meets Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meets Standard
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?	Meets Standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Meets Standard

Summary of Historical Annual Performance Review Ratings					
Core Question 1: Is the educational program a success?	2011-12	2012-13	2013-14	2014-15	FYCR
1.1. Is the school’s academic performance meeting state expectation, as measured by Indiana’s accountability system?	ES	ES	MS	MS	MS
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	MS	MS	NA	NA	MS
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	Not Evaluated		NA	NA	NA
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated		NA	NA	NA
1.5. Is the school’s attendance rate strong?	Not Evaluated		MS	MS	MS
1.6. Is the school outperforming schools that the students would have been assigned to attend?	ES	ES	NA	NA	ES
1.7. Is the school meeting its school-specific educational goals?	Not Evaluated		MS	ES	
1.8. High School: Is the school preparing students to graduate from high school on time, as measured by Indiana’s accountability system?	Not Evaluated		ES	ES	
1.9. High School: Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated		NA	NA	NA
1.10. High School: Is the school preparing students for college and careers?	Not Evaluated		ES	ES	ES
Core Question 2: Is the organization in sound fiscal health?					
Financial Evaluation from 2010-2012	2011-12	2012-13	2013-14	2014-15	FYCR
2.1 Is the school in sound fiscal health?	MS	Not Evaluated			MS
Financial Evaluation from 2012-present	2011-12	2012-13	2013-14	2014-15	FYCR
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Not Evaluated	AS	MS	AS	AS
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Not Evaluated	ES	DNMS	ES	MS

2.3. Does the organization demonstrate it has adequate financial management and systems?	Not Evaluated	DNMS	DNMS	DNMS	DNMS
Core Question 3: Is the school meeting its operations and access obligations?	2011-12	2012-13	2013-14	2014-15	FYCR
3.1. Is the school leader strong in his or her academic and organizational leadership?	MS	MS	AS	AS	AS
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	AS	MS	DNMS	AS	AS
3.3. Is the school’s board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?	MS	ES	MS	MS	MS
3.4. Does the school’s board work to foster a school environment that is viable and effective?	Not Evaluated		DNMS	AS	AS
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?	MS	MS	MS	MS	MS
3.6. Is the school meeting its school-specific non-academic goals?	Not Evaluated		NA	AS	AS
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	2011-12	2012-13	2013-14	2014-15	FYCR
2.4. Is there a high level of parent satisfaction with the school?	MS	ES	Not Evaluated		ES
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	MS	MS	Not Evaluated		MS
Core Question 4: Is the school providing the appropriate conditions for success?					FYCR
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?					MS
4.2. Are the teaching processes (pedagogies) consistent with the school’s mission?					MS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?					MS
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?					MS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?					MS
4.6. Is the school’s mission clearly understood by all stakeholders?					MS
4.7. Is the school climate conducive to student and staff success?					MS
4.8. Is ongoing communication with students and parents clear and helpful?					MS
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?					MS
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?					MS

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available. Please see overview above for specific updates.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?					
Indicator Targets	Does not meet standard		The school's performance and trajectory over the last four years do not meet standard.		
	Approaching standard		The school's performance and trajectory over the last four years approach standard.		
	Meets standard		The school's performance and trajectory over the last four years meet standard.		
	Exceeds standard		The school's performance and trajectory over the last four years exceed standard.		
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	ES	ES	MS	MS	MS

As set forth in Public Law 221 and Indiana's ESEA Waiver, a school receives its high school letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on improvement in proficiency between 8th and 10th grade. High Schools also receive points based on graduation rate and college and career readiness of graduates. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

As demonstrated in the chart below, Charles A. Tindley Accelerated School (CTAS) has met or exceeded standard for four consecutive years by receiving an acceptable letter grade under the state's accountability system. The school received an 'A' in 2011-12 and 2012-13 and a 'B' in 2013-14 and 2014-15. Because Tindley Accelerated has shown consistently strong academic performance, it receives a **Meets Standard** for this indicator in the mid-charter review.

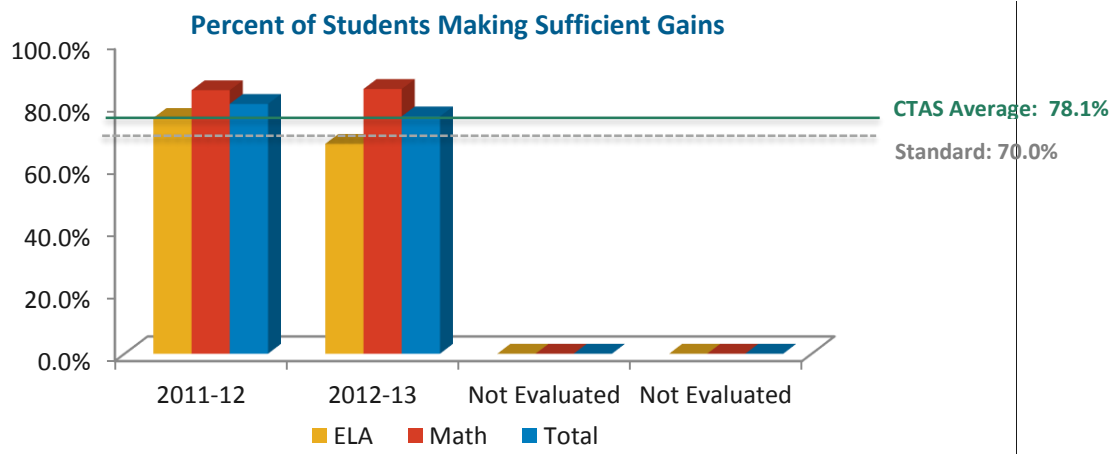
School Year	A-F Results
2011-12	A
2012-13	A
2013-14	B
*2014-15	B

*On January 26, 2016, the State Board of Education voted to adopt Indiana's recently signed Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enabled schools to compare their grades from the 2013-14 and 2014-15 school years and to keep the better of the two. Since CTAS received a 'B' in both years, that is the school's final grade for the 2014-15 school year.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model					
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>				
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).			
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).			
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).			
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	MS	NA	NA	MS

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).

Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. Analysis of spring-to-spring gains on the Indiana Growth Model data shows that an average of 78.1% of CTAS students achieved sufficient gains between 2011 and 2013.



In the 2013-14 school year, CTAS became a traditional high school serving grades 9-12 while grades 6-8 transferred to Tindley Collegiate Academy and Tindley Preparatory Academy. Since growth is only evaluated for grades 3-8, CTAS was not evaluated on this standard after the transition in 2013.

Across the two years that the school was evaluated, an average of 78.1% of students made sufficient gains. This percentage meets the Mayor's standard of 70% and therefore, CTAS receives a **Meets Standard** for this indicator on the mid-charter review.

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?					
Indicator Targets	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.			
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.			
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.			
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		NA	NA	Not Applicable

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Because this indicator was first evaluated in 2013-14 and high schools are not evaluated on this indicator, there are no years of data available for the mid-charter review. Therefore, the school was **not evaluated** on this indicator for the mid-charter review.

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?					
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Exceeds standard	School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		NA	NA	Not Applicable

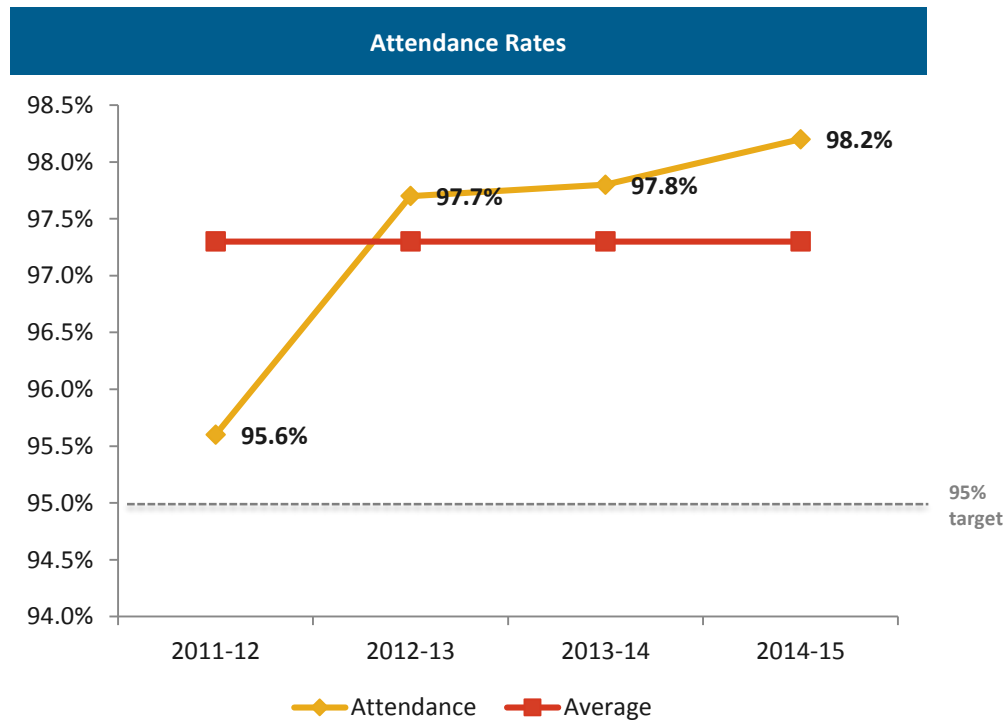
Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. OEI evaluates elementary/middle school performance gaps by comparing the proficiency rates of students who pass both the English-Language Arts and Mathematics ISTEP+ across subgroups.

Because this indicator was first evaluated in 2013-14 and applies specifically to grades 3-8, there are no years of data available for the mid-charter review. Therefore, the school was **not evaluated** on this indicator for the mid-charter review. For high school-specific results on disaggregated student performance, see indicator 1.9 below.

1.5. Is the school's attendance rate strong?					
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.		
	Meets standard		School's attendance rate is greater than or equal to 95.0%.		
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		MS	MS	MS

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

As shown in the chart below, attendance at CTAS has had an upward trajectory over the last four school years, with all four years individually surpassing the 95% standard. The school's average attendance rate, 97.3%, is also above the target of 95%, and therefore, CTAS receives a Meets Standard for the mid-charter review.



1.6. Is the school outperforming schools that the students would have been assigned to attend?					
Indicator Targets	Does not meet standard		School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in each of the last three years.		
	Approaching standard		School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in two of the last three years.		
	Meets standard		School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.		
	Exceeds standard		School's overall performance consistently outpaces that of the schools the students would otherwise have been assigned to attend.		
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	ES	ES	NA	NA	ES

Each year, the Office of Education Innovation compares the performance of mayor-sponsored charter schools to that of Marion County public schools that students would have been assigned to attend based on their place of residence. Using this analysis, CTAS outperformed the schools its students would otherwise have been assigned to attend in proficiency and growth in both English/Language Arts and Math during the 2011-12 and 2012-13 school years. High schools are not evaluated on indicator 1.6, and given the transition of Tindley Accelerated to a traditional high school in 2013, data for 1.6 was only collected in 2011-12 and 2012-13.

The table below answers the question “Did CTAS outperform schools students would otherwise have been assigned to attend?” for each category.

School Year	Proficiency		Growth	
	ELA	Math	ELA	Math
2011-12	Yes	Yes	Yes	Yes
2012-13	Yes	Yes	Yes	Yes
2013-14	n/a	n/a	n/a	n/a
2014-15	n/a	n/a	n/a	n/a

In summary, the school's overall performance in terms of both proficiency and/or growth was better than that of the schools the students would otherwise have been assigned to attend in every category for both years, and CTAS earns an **Exceeds Standard** for the mid-charter review.

1.7. Is the school meeting its school-specific educational goals?					
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific educational goal.			
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.			
	Meets standard	School is 1) meeting standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.			
	Exceeds standard	School is exceeding standard on both school-specific educational goals.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		MS	ES	ES

Each year, Mayor-sponsored charter schools set two educational goals that are aligned with or support the school's unique mission. All data for school-specific goals are self-reported by the individual school.

In 2013-14, CTAS set its first goal around students earning college credits and its second goal around students being at or above grade level on the NWEA reading assessment. As reflected in the chart below, CTAS received an **exceeds standard** for 1.7a and an **approaching standard** on 1.7b for an overall rating of **meets standard**.

In 2014-15, CTAS set its first goal around students earning college credits and its second goal on student proficiency on the Biology ECA. As reflected in the chart below, CTAS received an **exceeds standard** for 1.7a and an **exceeds standard** on 1.7b for an overall rating of **exceeds standard**.

School Year	School-Specific Goals	Result	Rating	Overall Rating
2014-2015	50% of Early College scholars will earn college credit in their Anderson University courses.	100%	ES	ES
	65% of scholars who take the Biology ECA will pass.	66%	ES	
2013-2014	Early College Scholars will earn college credit through the Early College partnership.	45%	ES	MS
	75% or more students will be reading at or above grade level by the Spring administration of NWEA.	68%	AS	

Due to the school-specific goal results over the last two years, CTAS receives an **Exceeds Standard** on the OEI performance framework for the mid-charter review.

High School-Specific Performance Indicators

1.8. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort

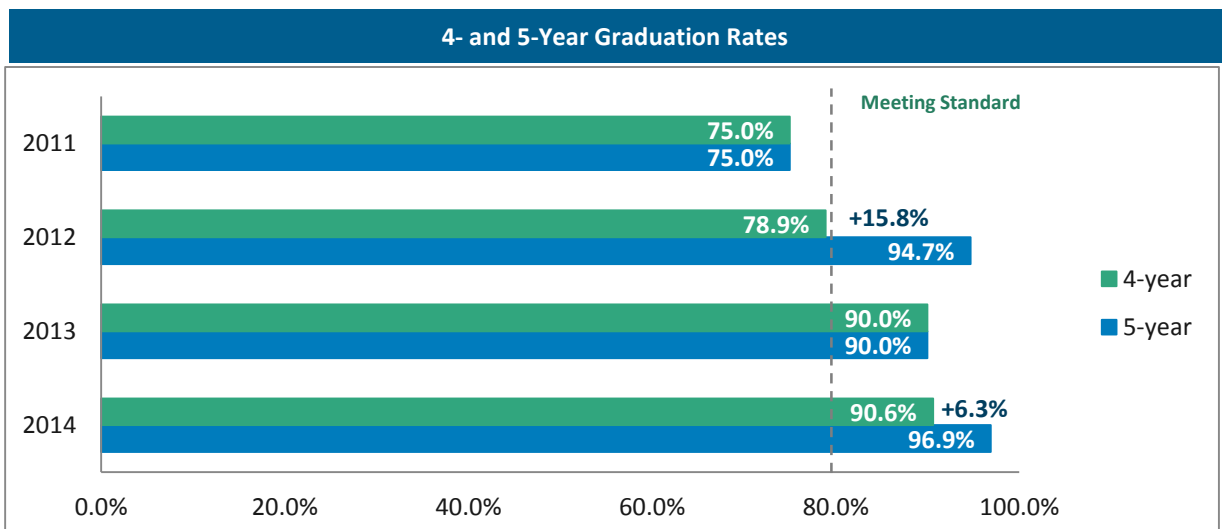
Indicator Targets	Does not meet standard	School's 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.			
	Approaching standard	School's 4-year graduation rate is 70.0-79.9%, or the school demonstrated greater than or equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.			
	Meets standard	School's 4-year graduation rate is 80.0-89.9%, or the school demonstrated greater than or equal to a 10.0 percentage point increase from its 4-year to 5-year graduation rate.			
	Exceeds standard	School's 4-year graduation rate is at least 90.0%, or the school demonstrated greater than or equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.			
		2011-2012	2012-2013	2013-2014	2014-2015
		Not Evaluated		ES	ES

The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student's first date of enrollment in high school. By placing each student in a cohort, IDOE can measure schools' four-, five- and six-year graduation rates. For more information on how graduation rates are calculated in Indiana, click [here](#).

IDOE considers all students who have completed graduation requirements by October 1st of their cohort's graduation year as four-year graduates. Because of this extension, graduation rates are measured a year in arrears for accountability purposes in order to capture those students who graduate after the end of the school year.

The chart below captures the 4- and 5-year graduation rates for CTAS. The 2011 cohort had a 4-year graduation rate of 75.0% and had no increase in its 5-year rate. The 2012 cohort had a 4-year rate of 78.9% that increased 15.8% to 94.7% for its 5-year rate. The 2013 cohort had a 4- and 5-year graduation rate of 90.0% and the 2014 cohort had a 4-year graduation rate of 90.6% that increased 6.3% for a 5-year rate of 96.9%.

Since OEI did not evaluate graduation until 2013-14, only ratings from 2013-14 and 2014-15 are included in the overall mid-charter rating. Based on the school's graduation rates over the last two years, CTAS earns an **Exceeds Standard** for the mid-charter review.



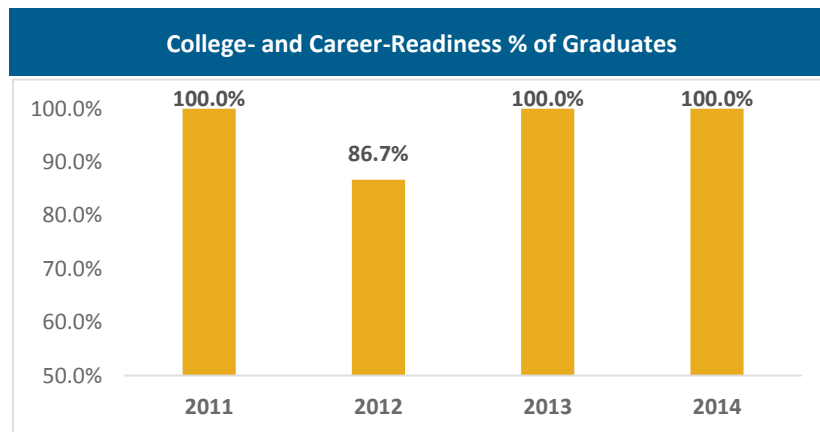
1.9. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?					
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Exceeds standard	School has no more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
		2011-2012	2012-2013	2013-2014	2014-2015
		Not Evaluated		Not Evaluated	Not Evaluated
					Not Evaluated

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. OEI evaluates high school performance gaps by comparing the proficiency rates of students who pass both the English 10 and Algebra I ECAs across subgroups.

In order to examine subgroup proficiency, a school must have at least 30 students enrolled in more than one subgroup in its 10th grade cohort. Because CTAS did not enroll 30 students in more than one subgroup during the 2013-14 and 2014-15 school years, the school was **not evaluated** on this indicator for the mid-charter review.

1.10. Is the school preparing students for college and careers?					
Indicator Targets	Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.			
	Approaching standard	30.0 - 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.			
	Meets standard	40.0 - 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.			
	Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.			
		2011-2012	2012-2013	2013-2014	2014-2015
		Not Evaluated		ES	ES
					Mid-Charter
					ES

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list.



As shown in the chart above, well over 50.0% of CTAS students have graduated college- and career-ready over the last four years, with three out of four years reaching 100%. Due to the school's consistently high college- and career- readiness rate, the school earns an overall rating of **Exceeds Standard** for the mid-charter review.

Core Question 2: Is the organization in sound fiscal health?

The Financial Performance Framework, outlined in Core Question 2, gauges both near term financial health and longer term financial sustainability while accounting for key financial reporting requirements. It is worth noting that the Office of Education Innovation reorganized the performance framework in 2012, and some indicators may not have four years of complete data, or may be based on more than one measure of data.

Financial Evaluation from 2011-2012

2.1. Is the school in sound financial health?					
Indicator Targets	Does not meet standard	The school presents concerns in three or more of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.			
	Approaching standard	The school presents significant concerns in one or two of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.			
	Meets standard	The school presents significant concerns in no more than one of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the Mayor’s Office.			
	Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	Not Evaluated			MS

In 2011-2012, Charles A. Tindley Accelerated School (CTAS) had no material weaknesses in its audit. The school did, however, have two significant deficiencies. These deficiencies stemmed from lack of “management oversight of outsourced bookkeepers” and compliance with the “preparation of an accurate schedule of expenditures of federal awards.” Due to the presence of these findings, our office had concerns in this area.

For the 2011-12 school year, the school’s staff included the Chief Operating Officer and a contract accountant. The Contract accountant was hired as the Director of Accounting in 2012. This position was responsible for the processing of repetitive accounting transactions such as vendor payments, customer deposits and textbook management, etc. while the school contracted with an accounting firm for the preparation of financial statements. A Controller was hired in 2013 to directly manage all accounting functions, including general accounting, budgeting, projections and analysis, accounts payable, accounts receivable as well as detailed reporting to senior leadership and the board of directors.

CTAS maintained a balanced budget through fiscal year 2012 of operations and projected surpluses through FY 2014-2015. These projections, along with the school’s financial performance for the 2011-12 school year, indicated that it was on track to continue financial stability. The school fulfilled financial reporting requirements under Sections 10 and 17 of the charter agreement.

Because the school only presented concerns in one of the areas evaluated, it receives a rating of Meets Standard for this indicator for its mid-charter rating.

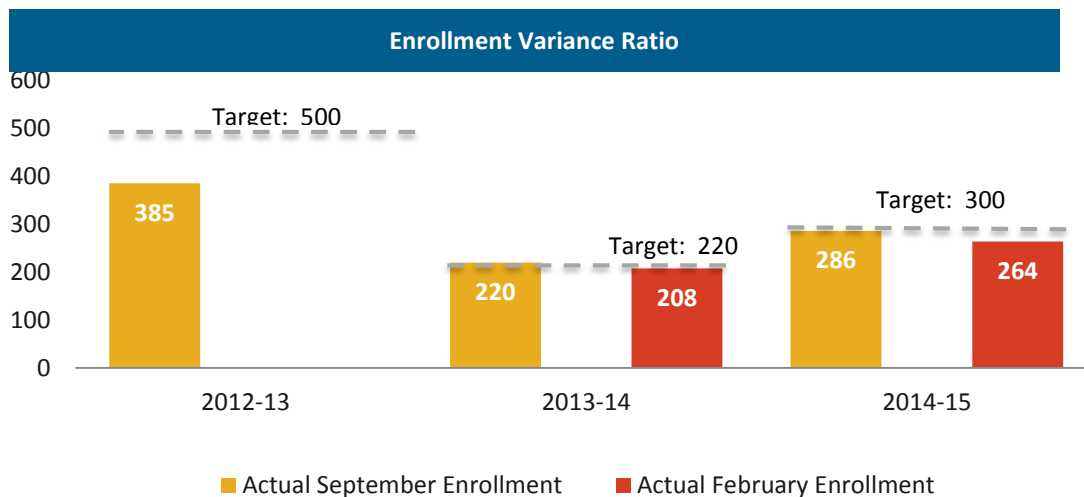
Financial Evaluation from 2012-Present

2.1. Short-term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?										
Indicator Targets	Does not meet standard		The school does not meet standard on 2 or more of the five sub-indicators shown below.							
	Approaching standard		The school approaches standard for all 5 sub-indicators shown below, OR meet standard on 3 sub-indicators, while approaching on the remaining 2 OR meets standard on 4 sub-indicators, while not meeting standard for the final sub-indicator.							
	Meets standard		The school meets standard for 4 sub-indicators shown below, while approaching standard on the final sub-indicator.							
	Exceeds standard		The school meets standard for all 5 sub-indicators.							
School Rating	2011-2012		2012-2013		2013-2014		2014-2015		Mid-Charter Rating	
	Not Evaluated		AS		MS		AS		AS	
Sub-indicator Ratings										
Sub-indicator targets					12-13		13-14		14-15	
Enrollment Ratio	DNMS	Enrollment ratio is less than or equal to 89%			77%	DNMS	100%	MS	95%	AS
	AS	Enrollment ratio is between 90 – 98%								
	MS	Enrollment ratio equals or exceeds 99%								
February Enrollment Variance	DNMS	Enrollment ratio is less than or equal to 89%			N/A		95%	AS	92%	AS
	AS	Enrollment ratio is between 90 – 95%								
	MS	Enrollment ratio equals or exceeds 95%								
Current Ratio	DNMS	Current ratio is less than or equal to 1.0			7.28	MS	1.82	MS	1.68	MS
	AS	Current ratio is between 1.0 – 1.1								
	MS	Current ratio equals or exceeds 1.1								
Days Cash on Hand	DNMS	Days cash on hand is less than or equal to 30			118	MS	79	MS	42	AS
	AS	Days cash on hand is between 30-45								
	MS	Days cash on hand equals or exceeds 45								
Debt Default	DNMS	Default or delinquent payments identified			Meets	MS	Meets	MS	Meets	MS
	MS	Not in default or delinquent								

Beginning in the 2012-13 school year, the Office of Education Innovation (OEI) added and revised several key indicators of its financial performance framework. The enrollment ratio tells authorizers whether or not the school is meeting its enrollment projections in its charter. Each charter school commits in its charter contract to offering the community a certain number of seats to educate students. It is important that each school is fulfilling its commitment to the community by working diligently to ensure that families and children seeking educational opportunities are aware of the school. Additionally, charter schools, like all public schools, receive state funding based on their enrollment. This means that enrollment is an important factor in the fiscal health of charter schools.

Based on data from the September 2012 count day, Charles A. Tindley's enrollment was far below enrollment targets stated in its charter agreement. Tindley Accelerated Schools, Inc. relocated approximately 100 middle school boys from the Charles A. Tindley Accelerated School to Tindley Preparatory Academy, leading to the enrollment variance. The network chose not to backfill the additional seats as part of its long-term growth plan. For these reasons, the school **did not meet standard** for this sub-indicator. In school year 2013-14, Charles A. Tindley met its enrollment targets for the September count day and thus **met standard** for this sub-indicator. In 2014-15, Charles A. Tindley enrolled 95% of students anticipated by the targets stated in its charter agreement, resulting in a rating of **approaching standard**.

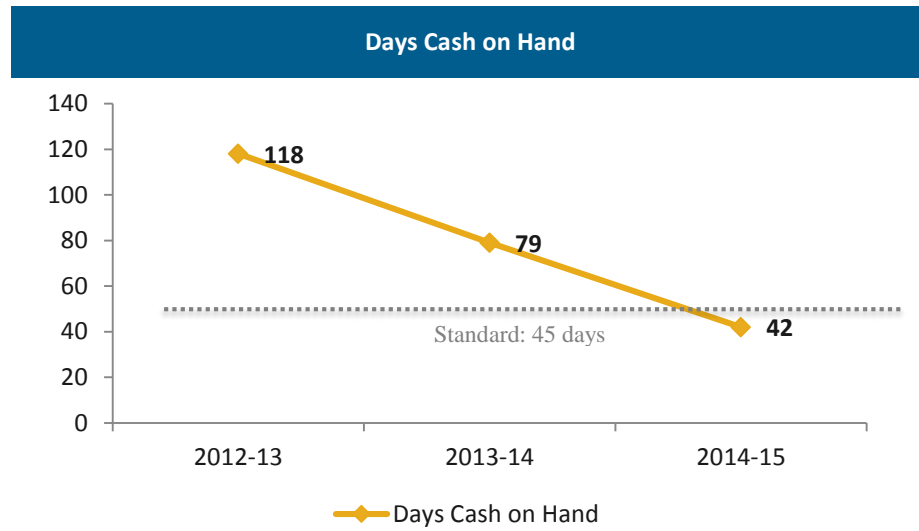
Beginning in 2013-14, OEI also looked at the change (variance) between fall and February enrollment. Since the February enrollment influences funding for coming year, schools need to retain enough students between September and February to be able to serve the same number of students the following year. In the 2013-2014 school year, Charles A. Tindley retained 95% of students who enrolled in September and the school **approached standard** for this sub-indicator. In, 2014-15, Charles A. Tindley had the same number of students enrolled in February 2015 as it did in September of 2014 and the school again **approached standard** for this sub-indicator.



Between 2012 and 2015, CTAS had more current assets than current liabilities (those due in the next 12 months). As a result, the school **met standard** for the current ratio sub-indicator for all three years.

As reflected in the chart on the next page, the school ended the 2012-13 school year with 118 days of cash on hand, 79 days cash on hand in 2013-14, and 42 days cash on hand in 2014-15. This means that if payments to the school had stopped or been delayed post June 30 of each respective year, the school would have been able to operate for 118 more days after June 30, 2013 and 79 days after June 30, 2014, and 42 days after June 30, 2015. Based on this data, the school **met standard** for this sub-indicator in 2013 and 2014 and **approached standard** in 2015.

Finally, between 2012 and 2015, the school successfully **met standard** for its debt obligations based on the information that Crowe Horwarth, the school's auditor, provided. Additionally, there were no negative communications from the school's lenders.



Since the school **approached standard** in 2012-13, **met standard** in 2013-14, and **approached standard** in 2014-15, CTAS receives a rating of **Approaching Standard** for its mid-charter rating on the short-term financial health indicator.

2.2. Long-term Health: Does the organization demonstrate long-term financial health?								
Indicator Targets	Does not meet standard		The school does not meet standard on any of the 3 sub-indicators OR meets standard on 1 sub-indicator but does not meet standard on the remaining 2.					
	Approaching standard		The school meets standard on 2 of the sub-indicators while not meeting on the third, OR approaches standard on all 3 sub-indicators.					
	Meets standard		The school meets standard on 2 of the sub-indicators and approaches standard on the third.					
	Exceeds standard		The school meets standard for all 3 sub-indicators.					
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating			
	Not Evaluated	ES	DNMS	ES	MS			
Sub-indicator Ratings								
Sub-indicator targets			12-13		13-14		14-15	
Aggregate Three-Year Net Income	DNMS	Aggregate 3-year net income is negative.	N/A (aggregate) \$1,239,912 (current year)	MS	\$704,68 (aggregate) - \$1,275,495 (current year)	AS	\$232,475 (aggregate) \$268,580 (current year)	MS
	AS	Aggregate 3-year net income is positive, but most recent year is negative.						
	MS	Aggregate three year net income is positive, and most recent year is positive.						
Debt to Asset Ratio	DNMS	Debt to Asset ratio equals or exceeds .95	.66	MS	.82	MS	.80	MS
	AS	Debt to Asset ratio is between .9 - .95						
	MS	Debt to Asset ratio is less than or equal to .9						
Debt Service Coverage (DSC) Ratio	DNMS	DSC ratio is less than or equal to 1.05	5.89	MS	-2.97	DNMS	2.24	MS
	AS	DSC ratio is between 1.05-1.2						
	MS	DSC ratio equals or exceeds						

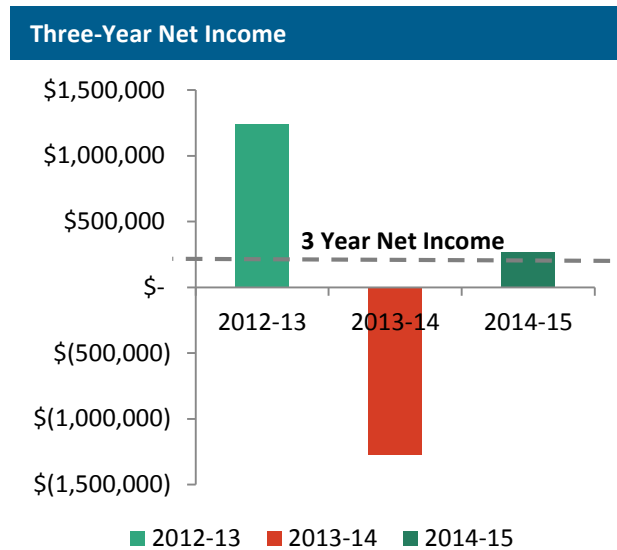
The Mayor's Office of Education Innovation introduced Core Question 2.2 in its current form in the 2012-13 school year. This indicator evaluates each school's long term fiscal health with the understanding that a charter school, like any non-profit entity, can only operate for so long with year over year losses, extreme amounts of debt, or an inability to meet its debt obligations.

Charles A. Tindley Accelerated **met standard** for the net income sub-indicator for the 2012-13 school year, **approached standard** in 2013-14, and **met standard** in 2014-15. The school generated a positive aggregate three-year net income in each school year, but had a negative current year net income in 2013-14. The graph to the right shows the annual net income at CTAS from 2012-2015.

The school **met standard** on the debt to asset ratio sub-indicator each year from 2012-2015.

In 2012-13, Charles A. Tindley Accelerated generated sufficient income to meet its debt obligations for the for the fiscal year ending June 30, 2014 and thus **met standard** for the debt service coverage (DSC) ratio sub-indicator. In 2013-14, the school **did not meet standard** for this sub-indicator. It had a debt service coverage ratio of -2.97 because it generated a negative net income in the 2013-14 fiscal year that was insufficient to meet the requirements of its debt payable for the 2014-15 school year. The school's debt for the 2014-15 school year was \$212,289 that was payable by June 30, 2015. Its total outstanding long-term debt, maturing in 2033, is \$5,702,791. In 2014-15, it had a debt service coverage ratio of 2.24 because it generated a net income in the 2014-15 fiscal year that was sufficient to meet the requirements of its debt payable for the 2015-16 school year. The school's debt for the 2015-16 school year is \$380,846 that is payable by June 30, 2016. Thus, the school **met standard** for the DSC ratio sub-indicator in 2014-15.

Since CTAS **exceeded standard** for core question 2.2 in 2012-13, **did not meet standard** in 2013-14, and again **exceeded standard** in 2014-15, the school receives a rating of **Meets Standard** for its mid-charter review.



2.3. Does the organization demonstrate it has adequate financial management and systems?					
Indicator Targets	Does not meet standard		The school does not meet standard on 1 of the sub-indicators.		
	Approaching standard		The school meets standard on 1 sub-indicator, but approaches standard for the remaining sub-indicator.		
	Meets standard		The school meets standard on both sub-indicators.		
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter
	Not Evaluated	DNMS	DNMS	DNMS	DNMS
Sub-indicator Ratings					
Sub-indicator targets			12-13	13-14	14-15
Financial Audit	DNMS	The school receives an audit with multiple significant deficiencies, material weaknesses, or has an ongoing	DNMS	DNMS	DNMS
	AS	The school receives a clean audit opinion with few significant deficiencies noted, but no material weaknesses.			
	MS	The school receives a clean audit opinion.			
Financial Reporting Requirements	DNMS	The school fails to satisfy financial reporting requirements.	MS	MS	DNMS
	MS	The school satisfies all financial reporting requirements.			

Core question 2.3 ensures that schools have the proper internal controls and that schools are reporting financial data both to the state of Indiana and to the Office of Education Innovation in a timely manner.

In 2012-13, the school **did not meet standard** for its annual accrual based audit because its audit report contained both a material weakness and a significant deficiency. Although the school **met standard** for its reporting requirements, it **did not meet standard** for core question 2.3 for the 2012-2013 school year.

CTAS also received a rating of **does not meet standard** for Core Question 2.3 for the 2013-14 school year. In their review of the Tindley network, auditors found a material weakness as well as two significant deficiencies in the school's financial statements. Although the school again **met standard** for its reporting requirements, it **did not meet standard** for core question 2.3 for the 2013-2014 school year.

Finally, for the 2014-15 school year, auditors again found a material weakness as well as several significant deficiencies in the school's financial statements. Details of the report and prior year reports, can be found on the Indiana State Board of Accounts (ISBOA) website [here](#). The school responded proactively to the auditor's findings, noting that "Tindley did not have all practices in place" when it transitioned to in-house bookkeeping and "are in the process of developing the appropriate procedures to be in place by June 30, 2016." Tindley Accelerated **did not meet standard** for its reporting requirements as it did not meet the on-time deadline for completing its audit, and it only submitted 69% of required financial compliance documentation to OEI on-time, resulting in a rating of **does not meet standard** for core question 2.3 for the 2014-15 school year.

Because the school **did not meet standard** on core question 2.3 in school years ending 2013, 2014, or 2015 CTAS receives a rating of **Does Not Meet Standard** at its mid-charter review.

Core Question 3: Is the organization effective and well-run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations. It is worth noting that the framework was updated in the 2013-2014 school year. While some indicators were re-organized into Core Question 3, two are new, and two have since been removed.

3.1. Is the school leader strong in his or her academic and organizational leadership?					
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.			
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.			
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.			
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.			
Sub-indicators	Sub-indicators				
	Demonstration of sufficient academic and leadership experience				
	Leadership stability in key administrative positions				
	Communication with internal and external stakeholders				
	Clarity of roles among schools and staff				
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner				
	Consistency in providing information to and consulting with the schools' board of directors				
3.1 Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	MS	AS	AS	AS

Charles A. Tindley Accelerated School opened in 2004 and began its second charter term in 2011. During its second charter term, the administration expanded to into a network team that included a Chancellor and CEO, Chief Operating Officer, Chief Academic Officer, Director of Special Education, Director of Assessments, Director of Human Resources, Director of Operations, and a Director of Accountability. At the building-level, CTAS has employed a principal and assistant principal.

In the 2011-12 school year, the leadership team, including the network- and building-level leadership, demonstrated sufficient academic and organizational experience and expertise. Under the school's administrative team, the school engaged in a process of continuous improvement. Roles and responsibilities between the administrative team appeared to be clearly defined and understood by all stakeholders. CTAS demonstrated high expectations for all stakeholders, and organized operations and resources to effectively implement the mission of the school and to ensure strong performance. Therefore, the school **met standard** for this indicator for 2011-12.

In 2012-13 Tindley expanded its network beyond the flagship Charles A. Tindley Accelerated School to open an all-boys middle school, Tindley Preparatory Academy. While the network-level leadership demonstrated stability over the course of the 2012-13 school year, the school-level leadership at CTAS experienced turnover until the current principal assumed the role. While the acting principal did not have school leadership experience, the network team was able to provide support and development where needed. Despite school leader transition and resulting confusion in roles and responsibilities, the school was able to maintain consistent operations and academic results. Accordingly, the school **met standard** for this indicator for 2012-13.

In 2013-14 Tindley expanded its network again to open an all-girls middle school, Tindley Collegiate Academy, and an elementary school, Tindley Renaissance Academy. The CTAS principal remained stable and began working towards her school administrator's license, but other members of the school leadership team again experienced some turnover and transitions throughout the year. In order to allow the Principal to focus on internal communications and daily operations, the network staff managed the majority of communications with external stakeholders, reporting to the board of directors, and implementing data analysis and instructional programming. Overall, due to the principal's limited experience and turnover at the school, CTAS received a rating of **approaching standard** for school leadership for the 2013-14 school year.

By 2014-15, the Tindley network included Charles A. Tindley Accelerated School, Tindley Preparatory Academy, Tindley Renaissance Academy, and an additional elementary school, Tindley Summit Academy. While the Principal at Accelerated had served in the position for two and a half years, she had yet to complete her administrator's license. Additionally, the Mayor's Office received a disproportionate number of phone calls from CTAS parents expressing concerns about the school's discipline and retention policies as well as concerns about staffing issues. The school leader worked to respond to parents in a timely manner, although several parents expressed a desire for increased communication. Overall, due to the concerns around academic and operational leadership, CTAS received a rating of **Approaching Standard** for school leadership for 2014-15.

Based on the indicator ratings for school year ending 2012, 2013, 2014 and 2015, Charles A. Tindley receives a rating of **Approaching Standard** for indicator 3.1 on the mid-charter review.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?					
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.			
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.			
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.			
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.			
Sub-indicators	Sub-indicators				
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor’s Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation				
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws				
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations				
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines				
3.2 Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	AS	MS	DNMS	AS	AS

Over the course of the last four years, CTAS struggled to consistently meet all compliance obligations as specified by the Mayor's Office (OEI) and the Indiana Department of Education. In 2011-12, while the network hired a Director of Operations to address compliance, delayed submission of required documentation continued throughout the year. In July 2012, the network hired an Operations Compliance and Reporting Manager, who was the point of contact for governance documentation. He worked to submit all documentation in a timely manner and his efforts allowed the school to improve greatly in this area. Documentation sent was clear and concise, and the Operations Compliance and Reporting Manager followed up to ensure that all documentation requirements were met for the month.

During the 2013-2014 school year, however, documents such as employee spreadsheets, board meeting minutes, and quarterly reports were frequently submitted late. At the close of the 2013-2014 school year, there were still outstanding documents that had not been submitted. CTAS continued to struggle with on-time reporting in 2014-15, though all outstanding documents were submitted by year's end.

Between 2011 and 2015, CTAS has maintained compliance with all material sections of its charter and submitted amendments as necessary. For the majority of meetings, network and school staff members were consistently actively engaged in meetings with OEI and maintained sufficient communication with OEI between scheduled meetings.

Due to the continued concerns over timeliness with compliance reporting and documentation, Charles A. Tindley receives a rating of **Approaching Standard** for indicator 3.2 for its mid charter review.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?					
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.			
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.			
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.			
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.			
Sub-indicators	Sub-indicators				
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter				
	Clear understanding of the mission and vision of the school				
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary				
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training				
	Effective and transparent management of conflicts of interest				
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns				
	Adherence to its charter agreement as it pertains to governance structure				
	Holding of all meetings in accordance with Indiana Open Door Law				
3.3 Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	ES	MS	MS	MS

The Board at Charles A. Tindley Accelerated School is active, experienced, and provides competent oversight of the school. Board members have a broad range of expertise and are knowledgeable about the school, its policies, and issues of concern. The board roster has ranged from thirteen to fifteen members with a wide range of experience drawing from many fields, including finance, law, social services, marketing, education, technology, public relations, human resources management, non-for-profit management, and business.

Since the school's inception, the board has provided the school with leadership and support, including engaging in extensive external partnership and fundraising for the school. A number of committees have been focused on specific tasks and challenges facing the board: governance, by-laws, finance, nominating, and fund-raising. The board has met regularly and has consistently met quorum. Meeting minutes have reflected thoughtful discussion and progress in consideration of issues as well as a collaborative relationship with Chancellor. They Mayor's Office noted the need to better comply with Indiana Open Door Law in 2011-12, which resulted in improved compliance in following years.

As the network expanded, board members frequently discussed and debated the most effective manner to do so without compromising services to current students. The majority of discussions revolved around expansion and focused more on strategy and policy than on school-level academics and operations. With the quickly expanding network, finances became a concern during the 2013-2014 school year, but these concerns were not prioritized in a manner that allowed for effective management. Additionally, OEI received several parent complaints regarding discipline and staff turnover at CTAS throughout the course of the year.

During the 2014-15 school year, the board of directors maintained consistent and transparent communication with the Mayor's Office. The network dealt with several challenges throughout the school year, including, but not limited to, financial performance, teacher retention, parent concerns, and strategic growth. The board displayed a thoughtful approach to each concern, and worked pro-actively to address the issues. A review of board meeting minutes and notes demonstrates that, in each instance, the board asked network staff critical questions to understand the challenge at hand and offered its expertise, when viable, to remediate. Specifically, the board's finance committee worked closely with the network's Chief Operating Officer to streamline the budget and review contracts and lease negotiations.

Regarding governance operations, the board has maintained proper oversight of its bylaws and has appropriately handled conflicts of interest as they have been disclosed.

Overall, for indicator 3.3, the CTAS board receives a rating of **Meets Standard** for its mid charter review.

3.4. Does the school’s board work to foster a school environment that is viable and effective?					
Indicator Targets	Does not meet standard		The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.		
	Approaching standard		The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.		
	Meets standard		The school leader complies with and presents no concerns in the sub-indicators below.		
	Exceeds standard		The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.		
Sub-indicators	Sub-indicators				
	Regular communication with school leadership and/or its management company				
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)				
	Collaboration with the school leader to establish clear objectives, priorities, and goals				
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans				
3.4 Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		DNMS	AS	AS

2013-2014 was the first year this indicator was included in schools' accountability reports.

During the 2013-14 and 2014-15 school years, the Tindley board primarily communicated and collaborated with the network leadership team during monthly board meetings. Since the network team provided support in the areas of academics, operations, finances, human resources, and reporting, the Chancellor was able to provide up to date information at relevant times throughout the year.

The Principal at CTAS received an extensive and thorough evaluation at the close of both school years. However, the board did not implement a formal method of evaluating the Chancellor or other members of the network leadership team until the 2014-15 school year. While the board did provide some informal feedback and guided the Chancellor to focus on specific priorities, the lack of a formalized evaluation system inhibited it from setting clear goals and determining progress throughout the years. Additionally, at the close of the 2014-15 school year, the board had not developed a system for setting board goals or assessing its own performance throughout the year, preventing the board from objectively measuring its effectiveness.

In all observed meetings and interactions, the board and network staff have exhibited professional and respectful conduct, indicating a shared commitment to the school's mission. Since the opening of CTAS, the board has provided a significant amount of autonomy to the Chancellor and the network leadership team to use their expertise to make school-level decisions. While the board and network team had managed a great deal of success in several areas, one area of concern for the past few years was finances. On OEI's 2012-2013 performance evaluation, Tindley was approaching standard for financial health and continued to exhibit financial concerns for the 2013-2014 year. The lack of active oversight led to significant financial concerns arising in the spring and summer of 2014 – concerns that may have been mitigated had the board taken an active role earlier.

To address the finance concerns, the board took a more pro-active role in monitoring and directing the Chancellor on priorities and goals for the 2014-2015 school year. Although some meetings were tense, the board and network staff managed conflicts in a manner that demonstrated a shared commitment to the school's mission.

Overall, the board has improved its systems of monitoring and assessment over the last year. However, due to the issues discussed above, CTAS receives a rating of Approaching Standard for its mid charter review.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?					
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.			
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.			
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.			
Sub-indicators	Sub-indicators				
	Health and safety code requirements				
	Facility accessibility				
	Updated safety and emergency management plans				
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community				
3.5 Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	MS	MS	MS	MS

Between 2011 and 2015, Charles A. Tindley Accelerated’s facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility’s design, size, maintenance, security, equipment and furniture were all adequate to meet the school’s needs. The school was accessible to all, including people with physical disabilities. The Mayor’s Office monitoring of CTAS’s compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a Meets Standard for this indicator.

3.6. Is the school meeting its school-specific non-academic goals?					
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific non-academic goal.			
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, or 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.			
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, or 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.			
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated			AS	AS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned with or support the school's unique mission. All data for school-specific goals are self-reported by the individual school.

In 2014-15, Charles A. Tindley Accelerated set its first goal to increase after school extra-curricular activities by at least three before the end of the school year. The school reported that it added two extracurricular, non-athletic activities.

CTAS set its second goal to increase parent communication. The school reported that it sent bi-weekly communication via PowerSchool and/or letters mailed home.

School Year	School-Specific Goals	Result	Rating
2014-2015	Add three to five extra-curricular activities (non-athletic) offered to Tindley Scholars after school by the end of the school year.	2	AS
	To increase parent communication to our families throughout the course of the school year.	Meets	MS

Overall, for indicator 3.6, Charles A. Tindley receives a rating of **Approaching Standard** for its mid-charter review.

Indicators included in the previous framework, but not assessed with the current framework.

The following two indicators were included in the performance framework used for the 2011-2013 school years. While they are no longer included in the current framework, the results of these indicators are important for a comprehensive review of performance between the years 2011-2015.

2.4. Is there a high level of parent satisfaction with the school?					
Indicator Targets	Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school.			
	Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school.			
	Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.			
	Exceeds Standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	ES	Not Evaluated		MS

Averaged across the last four years, 85% of parents surveyed indicated that they are satisfied overall with Charles A. Tindley Accelerated. In the spring of each year, an anonymous survey was administered to all parents and guardians of students enrolled at the school by Research & Evaluation Resources. Of the parents surveyed, between 72% and 93% of parents indicated overall satisfaction (see chart below). With an average satisfaction rate of 85%, the school receives an overall rating of **Meets Standard** on the mid-charter review.

School Year	Percent Satisfied
2011-12	85%
2012-13	91%
2013-14	93%
2014-15	72%
Multi-Year Average	85%

Note: "Percent Satisfied" includes "very satisfied", and "satisfied", responses which were on a five-point scale that also included "neutral", "dissatisfied", and "very dissatisfied".

Source: Confidential survey results administered by Research & Evaluation Resources.

3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?					
Indicator Targets	Does not meet standard		The school's enrollment process does not comply with applicable law AND/OR the school exhibits one or both of the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.		
	Approaching standard		The school's enrollment process complies with applicable law but exhibits or both the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.		
	Meets standard		The school's enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriate; AND the school has engaged in outreach to students throughout the community.		
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	MS	NA	NA	MS

The admissions and enrollment practices of Charles A. Tindley Accelerated have consistently met the requirements of Indiana's charter school law. Each year, the Mayor's Office collects the school's enrollment policies and marketing procedures to ensure compliance with state law. The school employs a lottery system and gives preference to siblings of current students, as allowed by law. Between the 2011 and 2015 school years, the Mayor's Office received minimal complaints from parents around the school's enrollment process. Accordingly, the school receives a **Meets Standard** for this indicator.